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in the attainment of the educational end, and relatively less of a "strait-jacket of habit" imposed from without. But, no matter what the ultimate issue of the controversy, the methods actually employed were always chosen for a worthy purpose, with vast knowledge of criminal minds, and on the basis of carefully thought-out plans. If ever any of his positions are overthrown it will be in consequence of equal experience with offenders and never merely on the ground of speculative and imaginative theories.

CHARLES RICHMOND HENDERSON

The Philanthropic Work of Josephine Shaw Lowell. By WILLIAM RHEINLANDER STEWART. New York: Macmillan, 1911.

The Life and Work of William Roger Litchworth. Houghton Mifflin Co., 1912.

The public is fortunate in having access to the story of two persons who were conspicuous and worthy representatives of American philanthropy, and also fortunate in having the stories told by two entirely trustworthy and competent biographers. The volumes will be classics in the libraries of students of the history of our country and of its spiritual achievements.

C. R. H.

A Report on Vocational Training in Chicago and Other Cities. Pp. v-xiii+2-315.

This is a report of a subcommittee of the City Club of Chicago, the membership of which was as follows: Chairman Professor George H. Mead, of the University of Chicago, William J. Bogan, Albert G. Lane Technical High School, and Mr. Ernest A. Wreidt, Fellow in Education in the University of Chicago. Two of the specific studies were made by other research students of the University.

The City Club of Chicago is an organization which has for its main purpose the promotion of constructive studies of important civic questions. The report is in general accord with the purpose of the club and has for its immediate object the extension of popular education in Chicago.

In the words of the report it presents "an analysis of the need for industrial and commercial training in Chicago, and a study of present

provisions therefore, in comparison with such provisions in twenty-nine other cities, together with recommendations as to the best form in which such training may be given in the public-school system of Chicago."

The committee sought by its recommendations to present a complete scheme which would meet the situation in the city of Chicago today rather than to organize an ideally perfect plan which might ultimately be adopted. It stated that the recommendations were based on a classification of pupils with respect to their need for vocational training as follows:

1. Those who leave school in various grades below the high school.
2. Those who enter the high school but do not finish the course.
3. Those who complete the high-school course but do not enter college.
4. Those who finish the high school and enter college.
5. Those who are already at work in the industries.

The specific recommendations included the establishment of:

1. Two-year elementary vocational schools open to boys and girls thirteen years of age who have had the equivalent of the training given in the first six grades.
2. Elementary industrial schools for over-aged children below grade seven.
3. Optional industrial and commercial courses in grades seven and eight open to pupils who have finished grade six, and leading to high school.
4. A trade school for boys, open to graduates of the vocational schools and others who have reached the age of sixteen.
5. A trade school for girls admitting graduates of the vocational schools and others who have reached the age of fourteen.
6. Apprentice schools.
7. The enactment of state legislation promoting day continuation schools.
8. Co-operation with employers to secure day continuation schools.
9. The enactment of legislation to raise the compulsory age limit.
10. Technical and trade courses in the high school.
11. Co-operative technical and trade courses in the high school.
12. Industrial courses for girls in the high school.
13. A central high school of commerce.
14. Improvement of the present commercial courses in high schools.

The necessity for action along the lines recommended is shown by a series of statistical studies relating to the early elimination of pupils from school; to over-aged and retarded pupils in the grades; and to the results of educational tests given to children between fourteen and sixteen years of age and not in school. These statistics reveal a state of affairs perfectly well understood by many students of public education

but wholly astounding to the average layman and they go far to substantiate the claim now so frequently made that our schools are failing lamentably with 50 per cent of the children and that modifications of, and additions to, the present school system are matters of vital social concern.

A study was made of the interests and attitude of the employers and workmen of Chicago as represented by industrial establishments and by labor organizations. The report finds a large majority of manufacturers to be of the opinion that the organization of public schools devoted specifically to the instruction of future industrial workers and to the improvement of minors already employed would be an immense improvement to the school system and a decided advantage to the industrial interests of the city.

The investigation of the attitude of Chicago's labor unions indicates that they have a moderate interest in public trade education and a unanimity of opinion regarding the type of education desired and the principles by which industrial schools should be organized and controlled. It is sociologically significant that employers and employed are found to be in closer accord regarding this subject than almost any other in which capital and labor have a common interest.

The study relating to commercial education reveals the existence of problems somewhat analogous to those found in the industrial field. One important difference is noted, however—the competition of private commercial schools. The report discusses at length the evil results of solicitation by these schools.

The report is remarkable for the breadth of the theoretical discussions of the general situation; for the definite and carefully collated facts as shown in the numerous charts and tables of statistics; and for the mass of concrete illustrative matter. The excellent descriptions given of the several schools visited in other cities are especially noteworthy for their suggestiveness and accuracy.

While the purpose of the report is primarily to improve conditions in Chicago, this fact does not detract from its general value but rather adds to its effectiveness, affording as it does, not only an unusually complete study of an important public question, but as well, a striking example of the effective socializing work of a citizens' organization.

FRANK M. LEAVITT

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